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ABSTRACT

Presented in digest form are results of a followup study of 456 graduates who had been enrolled in Major Work classes for gifted students from 1938 through 1952 in the Cleveland public schools. Discussed are the study's background; results obtained from postcards sent twice a year to graduates; and the background physical, scholastic, occupationa, and emotional characteristics of students. Excerpts from graduates' evaluation of the program are included. The conclusion is made that the enrichment of the program and special classes for the gifted are sound, rewarding educational practices; that emphasis on the value of further education brings gratifying results; and that lasting values students gain justify time spent in imaginative planning. (MC)

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MAJOR WORK PROGRAM

Thirty Years After

CLEVELAND PUBLIC SCHOOLS
Cleveland, Ohio

1960

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DIVISION OF MAJOR WORK CLASSES

Thirty Years After

A Digest of Dr. Walter Barbe's Dissertation

"A Follow-up Study of Graduates of Special Classes for Gifted Children"

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Cleveland Public Schools • Cleveland, Ohio

1960

CLEVELAND PUBLIC SCHOOLS

Division of Major Work Classes

Thirty Years After

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Foreword

Evaluation is desirable for all educational practices. It is especially appropriate for a plan of instruction that has continuously served children of high academic ability for over thirty years. Such is the study of the Major Work program in the Cleveland Public Schools reported in this booklet.

It is gratifying that this study has found so many of the features of the Cleveland plan effective in the teaching of these talented boys and girls. Current nationwide concern for pupils of high academic ability that is shared by the Cleveland Public Schools provides sound reason for our continued efforts in this direction.

We thank not only the person who conducted this study but also all those school people who have been a part of this program for Major Work pupils.

Mark C. Schinnerer
Superintendent of Schools

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Thirty Years After

Thirty Years After presents in digest form the significant study made by Dr. Walter B. Barbe in the follow-up of four hundred fifty-six graduates of Major Work classes, which has been of inestimable value to the Cleveland Public Schools in continued planning for the gifted.

The findings substantiate the following conclusions of Cleveland educators:

> That enrichment of the program and special classes for the academically-talented are sound and rewarding educational practices,
>
> That special emphasis on the value of further education for gifted students brings gratifying results,
>
> That the lasting values for these young people justify the time spent in imaginative planning.

Since its inception, Cleveland's Major Work program has been centered chiefly in the elementary school. This validation of the present program suggests that the next step should be an extension of the existing junior and senior high school Major Work program.

Today's chief emphasis in the Major Work classes is on the improvement of teaching techniques and the strengthening of organization. Major Work teachers continue to devise and to develop curricular materials as they attempt to find new and better methods of teaching the gifted.

The appreciation and gratitude of graduates for this special type of education are in themselves rich tribute to Cleveland's corps of dedicated Major Work teachers.

The appreciation of the Major Work Division goes to

Verda Evans, Supervisor of English, for her part in the preparation of this publication and to William Stacks, art teacher, Charles Eliot Junior High School, for the illustrations.

Dorothy E. Norris
Directing Supervisor
Major Work Classes

William B. Levenson
Deputy Superintendent, Elementary Schools

Harry E. Ritchie
Assistant Superintendent, Curriculum Development

The Cleveland Plan

The Major Work Program of special classes for gifted children in the Cleveland Public Schools was at one time called the "greatest experiment in education." Now, more than thirty-five years later, it is no longer an experiment. The value of identifying gifted children, providing them with an enriched curriculum, and challenging them to perform at their highest possible level is part of the basic philosophy of all good education.

Because the Major Work Program is the oldest organized plan for providing for gifted children in the elementary schools in the country, it was decided to make a follow-up study of the graduates of the program. Evaluation of such a method of education is difficult, but it was believed that those should be given an opportunity to be heard who were in the best position to evaluate truly the work — the former students.

By means of questionnaires, visitations, and conferences nearly 500 former Major Work students who had reached adulthood were asked to tell what they thought of their unique educational experiences. An amazing response was received to the request for information. Former Major Work students were eager to tell their story. From all parts of the country came the same response, "I just wish that Major Work classes were available in this community for our children."

What had become of these individuals who had been identified in childhood as gifted? Had they reached the high level of achievement which would be expected from those with such a high level of mental ability? Did they view their educational experiences as particularly beneficial? Scattered throughout the world, former Major Work students reported on the responsible positions of leadership which they held. Almost without exception they praised the Major Work Pro-

gram as having given them the intellectual challenge to ask, "Why?" and to know the real value of education.

It was a group of the best minds in the country who had received a unique method of education that I set out to study. The satisfaction of knowing that here was a group of adults whose gifts had not been neglected made all the work worthwhile. To those pioneers of educational thought, and particularly to Henry Goddard who served as a consultant for this program in its early days, the follow-up study reported on here verifies their belief in the importance of our gifted children.

Walter B. Barbe
University of Chattanooga
Chattanooga, Tennessee

Background of the Study

The value of the Cleveland Plan for Gifted Children seems apparent to those who know and work with students. However, those identified with this plan in the Cleveland Public Schools welcomed the request of Walter B. Barbe to study Major Work classes and to interview graduates to determine where there were demonstrable advantages or disadvantages in the special class method of providing for the mentally superior child.

Mr. Barbe, who was teaching at Kent State University and was close enough to Cleveland to visit classes and to become acquainted with the program in action, made arrangements with Dr. Paul Witty of Northwestern University to use the Cleveland study for his doctoral dissertation. Mr. Barbe based his thesis on visits to classes, interviews with graduates, a study of the records in the Bureau of Educational Research, and examination of materials in the Major Work Department.

After various methods of making the study were surveyed, it seemed that the effectiveness of an educational plan evolved over a period of years would best be judged on the performance, attitudes, and opinions of its graduates. Mr. Barbe narrowed the scope of the study to three main ideas: to find the characteristics of these former Major Work students, to discover whether they achieve as might be expected in their lives after

high school, and to ascertain their opinion of the Major Work class program. A comprehensive five-page questionnaire with seventy-seven fully prepared questions was constructed by Mr. Barbe. This questionnaire was sent to former students whose addresses were available who had been enrolled in Major Work classes at the time of graduation from high school within the years 1938 through 1952.

Seventy-seven per cent of the net total responded. The replies of these 456 people provided definite information about students who had been in Major Work classes.

Mr. Barbe's study of the Cleveland Plan was accepted by Northwestern University and he was granted his doctor of philosophy degree in the field of education by that institution in August, 1953.

This publication, which attempts to interpret Mr. Barbe's findings, will limit itself to that portion of his dissertation that refers directly to graduates of the Cleveland Major Work Classes.

Is Cleveland's Plan for Gifted Children Successful?

Outcomes Gratify

Cleveland teachers and administrators are often asked by parents, laymen, and other educators whether Cleveland's Plan for Gifted Children is the best answer to the problem of educating students with superior mental ability. Cleveland's reply is that it is one of the best. The primary reason for this answer is that records show that most of Cleveland Major Work students do outstanding work in their elementary and secondary school life, show fine development in college, and become contributing members of their communities as adults.

More specifically, standardized tests of achievement in various subjects, which are given at regular intervals from grades one through twelve, show that the children in these classes meet and often exceed the expectations based on their abilities as predicted by the individual Stanford-Binet intelligence tests.

Teachers' reports of social and emotional growth and class progress as recorded on special cumulative record cards attest to the soundness of the Major Work Program.

High school graduates from these classes receive a double post card, as a follow-up, twice each year from the Major Work Department requesting information about their educational activities, occupations, and marital status. The large percentage of these cards that are returned regularly provides valuable evidence of the continuing high performance of these people.

This program conforms to the policy of homogeneous grouping as used in the Cleveland Public Schools to provide a good educational program for all children according to their

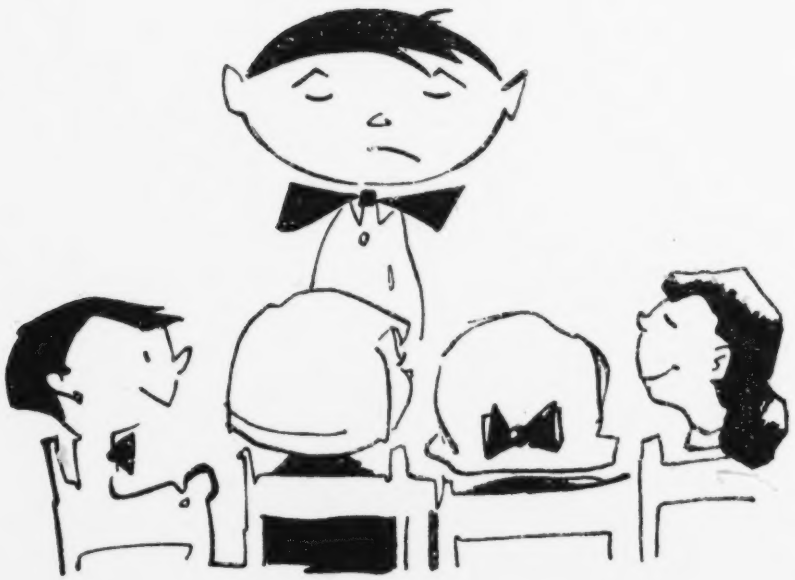
needs. There are children in sufficient numbers at every level in the large city system to make this plan feasible. For thirty-five years Major Work classes for gifted students have been an accepted, integral part of the Cleveland Public Schools.

Enrichment Motivates

Research on mentally superior children reveals that the special class program, such as the Cleveland Plan, is an approved method of providing for the needs and abilities of bright children. Other approved methods are enrichment in the regular classroom, acceleration, guidance, and special tutoring.

Cleveland's Plan has no acceleration in the program in the sense of grade skipping. On the other hand, the intensive and extensive methods of study used by Major Work students in their daily work constitutes acceleration in the sense of greater depth and breadth of learning. A second grade Major Work student observed standing on a stool to reach the unabridged dictionary in the school library said he was getting information for a report to his class on the "species of bears." If he was not accelerated, he was not loitering mentally. Enrichment is inherent in the program because freedom to plan, execute, and evaluate individual and group projects is the working philosophy for Major Work classes. This philosophy stimulates wide use of resource materials, clear thinking, and creative activities.

The seventh grader new to Major Work who talked to the class on photography without preparation because he knew "everything" about it had his first lesson in intellectual honesty when his well-informed classmates began to question some of his statements. His request for time to prepare and present the same topic in three weeks marked the beginning of his development of mental stamina. Because his glib use of words and superficial knowledge had been challenged by his peers, he began for the first time to check the accuracy of information, to organize facts for a purpose, and to work for



clarity of expression. These study habits are requisite to true enrichment of learning. While gifted students have superior mental abilities, there is no assurance that the spirit, drive, or ambition is sufficient for them to shift into high gear. Here is where guidance, challenge, and stimulation strive to assist each student to find his best spheres of activity, to exercise his potential to pursue them, and to discover the joy of achievement.

Administrators, teachers, and the Major Work students continually appraise and revise the program to improve its effectiveness. These evaluations confirm the soundness of the Cleveland Plan in grouping children of high mental ability and providing opportunities for accelerated, enriched learning.

From What Backgrounds Do These Children Come?

From Many Backgrounds

In a typical Major Work class one can observe children from a variety of backgrounds working together, evidently unaware of their differences, concerned with the work at hand. In most classes, there are students not only from the immediate area but also from other school districts since one school rarely has sufficient children with scores of 125 or over on the Stanford-Binet intelligence test to set up special classes. This mixing of children from several areas is an added training in acceptance and appreciation of those of different economic, cultural, or nationality backgrounds.

Dr. Barbe's findings show that Major Work students come from every ethnic group to be found in Cleveland:

> The racial stock of the subjects in the present study is predominantly German. Nearly half, 47.6 per cent, of the subjects reported having some degree of German ancestry. The next highest group mentioned, 23 per cent, was English. The next most frequent were Hungarian, 14.7 per cent; Russian, 14.4 per cent; and Polish, 10.2 per cent. Hardly any European country was not at least mentioned.
>
> The fact that the population of Cleveland consists of such a diverse foreign element would tend to make the racial background of the subjects different from the subjects in both Terman and Witty's studies. According to the 1940 Census[1] of the City of Cleveland, the largest foreign-born element, about 13 per cent, was Polish. Czech, Hungarian, and Italian each made up about 12 per cent of the foreign-born population. German, Yugoslavian, English, and Russian each represented about 7 per cent.
>
> Slightly more than 2½ per cent of the total sample are Negroes. The percentage of Negroes has risen from less than 1 per cent to

[1] *Sixteenth Census of the United States:* 1940. Population, Vol. II, Part 5, p. 712.

nearly 5 per cent during the 15-year period of this study. According to the census, the per cent of Negroes in Cleveland has risen from 8 per cent in 1930 to 9.5 per cent in 1940. . . .

An important phase of a study of the gifted which has not received adequate national attention is their socio-economic background. This is difficult to determine and, when done in retrospect, is subject to many errors. The procedure followed in this study was to locate the ecenomic tenth of the census tract in which the subject had lived while he was in public school.[1] This gave an indication of the rent and property value of the neighborhood in which the gifted subject had been reared. The results of this phase of the study are presented in the following table.[2]

THE ECONOMIC STATUS OF 456 GIFTED SUBJECTS AS DETERMINED BY THE RENT AND PROPERTY VALUE OF THE CENSUS TRACT IN WHICH THEY LIVED

Economic 10th	Group I*	Group II	Group III	Group IV	Total	Per Cent
Highest	2	0	1	2	5	1.1
Ninth	10	8	9	9	36	7.9
Eighth	9	15	16	7	47	10.3
Seventh	36	45	51	37	169	37.1
Sixth	28	35	19	15	97	21.3
Fifth	16	12	14	8	50	11.0
Fourth	8	5	8	2	23	5.0
Third	3	5	5	3	16	3.5
Second	2	4	3	1	10	2.2
Lowest	1	0	1	1	3	.7

*Group I, graduates from 1938-41; Group II, graduates from 1942-45; Group III, graduates from 1946-49; Group IV, graduates from 1950-52.

The economic tenth from which the greatest number of subjects came was the seventh, while the sixth and seventh economic tenths included more than 58 per cent of the subjects. This indicates that the background of the majority of the subjects in the study may accurately be described as "upper middle class."[3]

[1] Howard Whipple Green, Census Tract Street Index for Cuyahoga County, Fifth Edition, Cleveland Health Council, 1951.

[2] Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 88, 89, 90.

[3] *Ibid.*, p. 91.

Over the period studied, there is a noticeable trend toward a greater number of parents with a higher educational background. However, about forty per cent of the fathers had only grammar school education and another third did not go beyond high school. "The mothers of the gifted subjects on the average appeared to be slightly better educated than the fathers through the high school and business school levels. However, for each of the four groups, there were more fathers than mothers who attended college," reported Dr. Barbe.

Considering the educational level of the parents of the former Major Work students, the results concerning their occupational level are quite consistent. Two out of every five parents hold professional or managerial positions, and another one in five has a clerical or sales job. Thirty per cent of the parents, however, are in the laboring class.

From Normal Family Patterns

A significant finding of the study is the large number of these former Major Work students who have had the good fortune to grow up in happy, stable family situations. Eighty-eight of every hundred lived with both parents during their school years. Less than six per cent reported that their parents were divorced or separated.

Dr. Barbe reports:

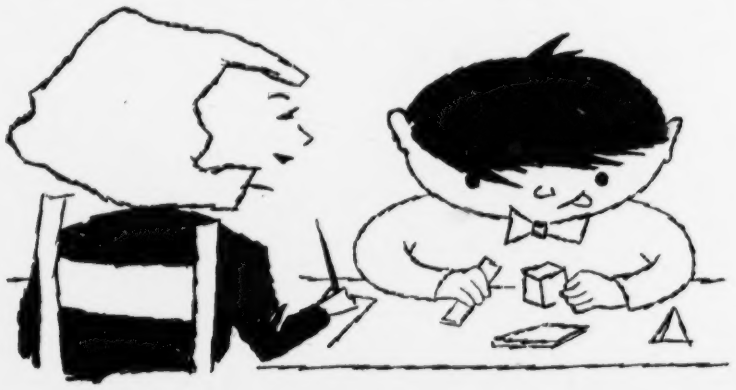
About twenty-two per cent of the subjects in this study are "only" children. . . . The data appear to indicate that the gifted child is likely to be the first-born child in a family of two children.[1]

From Upper Ten Per Cent In I.Q.

Dr. Barbe used the records on file at the Cleveland Board of Education to find the intelligence quotients of the students included in his study. His findings show:

The range of I.Q. is from 120 to 164, with a mean I.Q. of 130.2. The largest number of subjects was in the 125-129 range (37.3 per cent), while almost 62 per cent were between 125 and 135. This placed all of the subjects in about the upper 10 per cent of the population of the United States at the time they were tested. A large percentage of the group (44 per cent) were in the upper 1 per cent of the population in intellectual ability as measured by this particular test.[2]

NOTE — The individual intelligence test is administered by certificated psychologists to pupils who have



[1] Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," p. 93.

[2] *Ibid.*, p. 83.

made high scores on group mental tests which are given periodically in the Cleveland schools. Teachers, principals, and parents often recognize that a child is gifted and may recommend that he be tested. A score of 120 I.Q. (now raised to 125) or more on the Stanford-Binet intelligence test is required for placement in a Major Work class. Physical, social, and emotional factors are considered also. While Cleveland is primarily interested in the intellectually superior child for Major Work classes, many of these students also show evidence of talent in instrumental music, dramatics, art, and other fields. Every effort is made to aid the students to develop these abilities in school and to advise the parents of the possibilities in the community which can facilitate the progress of the children along these lines. Dr. Barbe's study is concerned with the intellectually superior child without reference to special abilities.

How Do Cleveland's Major Work Children Develop?

Physically Superior

The following excerpts from Dr. Barbe's Summary of his chapter on Health Status give a superior bill of health to these students:

The belief that the gifted child is below average in physical characteristics has been proved to be false by Terman and Oden. The health status of these subjects as adults reveals that they are not the poor health specimens that they were once thought to be.

The status of their health was reported as good by 92.3 per cent of the subjects, as fair by 7 per cent, and as poor by only .7 of one per cent. These ratings of general health indicate slightly better health than the rating of subjects in Terman and Oden's study. . .

The median height of the male subjects in this study was 70.7 inches with a range from 5 feet, 5 inches to 6 feet, 6 inches. The median height of the female subjects was 65.2 inches, with a range from 5 feet to 6 feet, 3 inches. This would indicate that the gifted male subject is about 3 inches taller than the average American male, and the gifted female is about 2.7 inches taller than the average American female.

The median weight of the male subjects in this study was 167.7 pounds with a range from 120 pounds to 285 pounds. The median weight of the female subjects was 125.4 pounds with a range from 90 pounds to 175 pounds. This would indicate that the gifted male subject weighs about 16 pounds more than the average American male, but the gifted female subject weighs about 4.6 pounds less than the average American female.

Almost 44 per cent of the male subjects and 50 per cent of the female subjects wear glasses. . .

The types of things about which the subjects worried revealed a normal pattern. Concern over financial problems was mentioned most frequently.

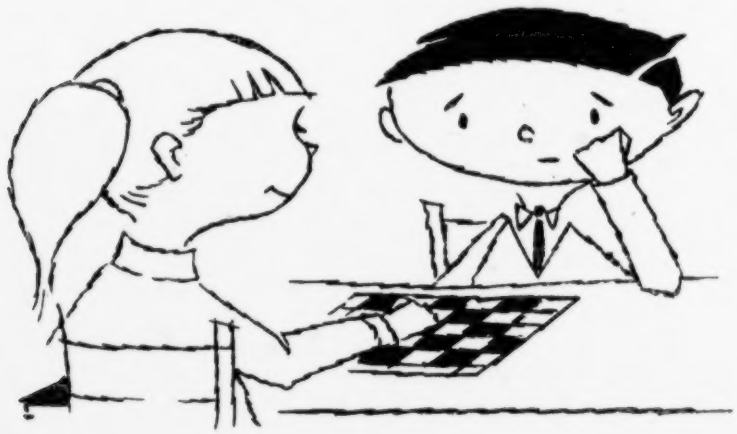
The data obtained from the subjects indicate that their health status is very superior. Both the men and women are taller than aver-

age, and the men weigh more than the average American male. The incidence of defects is extremely small. . .[1]

Socially Well Adjusted

Dr. Barbe summarizes as follows on the social adjustments of the students included in the study:

The interests and adjustments of adults, identified in childhood as gifted, are as superior as the interests and adjustments of gifted



children. The picture does not indicate an adult who is so different that he cannot adjust to adult life, but, instead, indicates an adult who has a wide variety of interests and participates in activities with other adults to a great extent.

The leisure-time activity in which the largest number of men spent the most time was sports, while for women it was reading. . .

Over 60 per cent of the group, both males and females, report their social adjustment as being better than average. Less than 5 per cent rate their social adjustment as being below average, and only two men and no women rate their social adjustment as poor.[2]

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[1] Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 150, 151.

[2] *Ibid.*, p. 170.

The marital adjustment of the subject appears to be very good. . . The men rated their marital adjustment as being slightly better than did the women. Over 70 per cent rated their marital adjustment as above average.

Over half of the subjects in Group I[1] are members of some community organization. The percentages are lower in the other groups[2], because of the youth of the subjects. Two-fifths of the subjects attend church either often or regularly. About ten per cent never attend. There appears to a be a drop in church attendance after graduation from high school, which is maintained until the subjects are out of college, at which time church attendance again increases.

In attempting to determine if there had been a single determining influence on the lives of the subjects, they were asked for this information. Of those who answered this question, 102 were men and 117 were women. About one-third of the men and two-fifths of the women stated that a person had been a determining influence on their lives. A single book played a small part, while philosophy in some form was mentioned by 20 per cent of the men and about 14 per cent of the women.

It is apparent from the data that the interests of the gifted are varied. They are not retiring, but prefer activities which include others. Reading, although it is placed high on the list of preferred activities, is second to sports and is followed closely by various types of activities which have been classified as "socializing." The social adjustments of these individuals are certainly superior as demonstrated by their liking for, and participation in, numerous community and school activities.[3]

Scholastically Superior

Dr. Barbe points out that since all of the subjects in the present study are of superior intelligence and were identified as gifted early in childhood, there are many reasons why they would plan to attend college. The fact that they were part of a special education program that placed a high value upon learning undoubtedly contributed to the realization on

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1 Group I — Graduates from 1938 through 1941.

2 Groups II, III, IV — Graduates from 1942 through 1952.

3 Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 170, 172.

the part of these individuals of the value of advanced education. Their achievements and adjustments should have been good because these individuals had been provided with challenging experiences for many years in the Major Work Program.

These further excerpts from Dr. Barbe's chapter on Educational Achievements and Adjustments show superior scholastic attainments:

An extraordinarily high percentage of the male subjects (91.3) attended college, while a much smaller percentage of the females did (63.3).

The amount of education beyond high school reported by the largest number of subjects was four years.

Two hundred and two (44.3 per cent) of the subjects have college degrees. The largest group of these, 32.2 per cent, hold the bachelor's degree.

Of those who did not attend college, the reason given by nearly half was lack of funds.

For those whose college career was permanently interrupted, marriage was given as the reason by about one-third and lack of funds by one-fifth.

Of those who attended college, two out of every five received financial assistance in the form of scholarships or assistantships. . .

About 67 per cent of those who went to college reported being in the upper quarter of their class. This indicates very superior academic achievement.

Membership in Phi Beta Kappa was over 10 per cent in Groups I

and II,[1] while membership in other scholastic honorary groups was over 40 per cent.

Nearly half of the subjects who attended college were members of a social fraternity. . .[2]

Dr. Barbe summarizes as follows:

Attendance at college is exceptionally high for the male subjects but somewhat low for the females. Financial difficulties were reported as the reason for not attending by nearly half of those who did not go to college. The scholastic success of the subjects in college is apparent. Socially, they appeared to participate in many activities. . .[3]

Professionally Inclined

In a Pilot Study made by the Bureau of Educational Research of the Cleveland Public Schools, the most significant finding was the unusual variety of occupations and professions engaged in by the graduates. The men chose the following occupations in the order listed: teacher, engineer, minister or rabbi, physician, salesman, attorney, architect, accountant. For women the occupation which was listed most often was homemaker. After that the choices were in this order: teacher, secretary, medical doctor, nurse, bookkeeper, engineer.

At the time of Dr. Barbe's study 231 of the subjects were working full time. Three-fourths of the men had professional or managerial positions. About fifteen per cent were in clerical or sales work. The women who were working did clerical or sales work in sixty-one of the cases, and had professional or managerial positions in thirty-six cases out of a hundred.

Forty-four per cent of the subjects are members of professional groups. It is apparent that far more of the subjects

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1 Group I, graduates from 1938 through 1941; Group II, graduates from 1942 through 1945.

2 Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 120, 121.

3 *Ibid.*, p. 121.

both males and females, are in the professional category than is typical of the general population. (Less than fifteen per cent of the total population are in the professional category.) Even though the subjects had been in their positions only a short time, their incomes are higher than the average in the country, and they appear to be well satisfied with their present employment.

Happily Married

In the recent Pilot Study, the indications are that over eighty per cent of those who were graduated from high school in the years 1938 through 1952 are married. Dr. Barbe's study in 1953 of the same fifteen years found about half of the subjects married. Almost all of these people rated their marital adjustment as average or better, while six out of ten evaluated it as excellent. The incidence of divorce is less than one per cent, so it would seem that the gifted in this study are successful in their marriages.

No one married anyone with less than a high school education. About half married people with college degrees. The trend has been consistent over the fifteen-year period toward spouses with college degrees.

What Do Major Work Graduates Say of the Cleveland Plan?

Excerpts from Dr. Barbe's summary of the graduates' evaluation of the Cleveland Major Work Program reveal the following facts:

It is believed that the graduates of the Major Work Program are in a favorable position to evaluate the training which they received. For this reason they were asked for their opinion of special classes for gifted children. They were also asked to state the aspect of the program they liked the best and the aspect they liked the least. The suggestions which they had for improving the program were also requested. Eighty-five per cent of the subjects reported that they approved of special classes for gifted pupils. Only 8 per cent disapproved. The remainder were undecided. This indicates overwhelming approval of the type of education which they received. The best-liked aspects of the program were listed as follows:

1. Foreign language
2. Opportunity to express individuality
3. Curriculum differences
4. Freedom from regimentation
5. Classmates
6. Stimulation and challenge

The two major criticisms were (1) attitudes of other students and teachers, and (2) lack of social contacts with other pupils. It was interesting to note that the second criticism was expressed most frequently by earlier graduates, but it was hardly mentioned by more recent graduates. Since the program has been consciously trying to provide gifted students with more opportunity for social contacts with children in regular classes, this finding would indicate that these efforts have been successful.

Over half of the subjects had no suggestions for improving the program. A great number of things was mentioned by those who did express ways for improving the program. About 10 per cent suggested

mixing more with other pupils. Other suggestions had to do with providing more vocational guidance and changes in the curriculum.

About 65 per cent of the subjects believe that the Major Work Program aided them in making a good adjustment in later life.[1]

1 Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 215-216.

What Do Dr. Barbe's Conclusions Show?

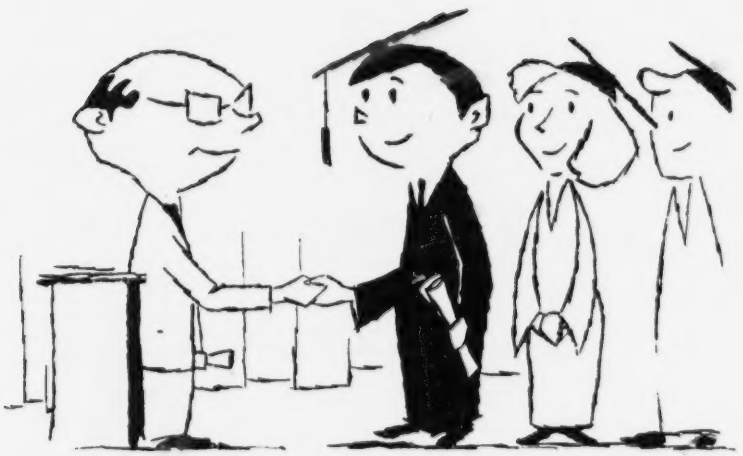
Dr. Barbe's study was based on these three questions:

1. To what extent do superior children identified as gifted in elementary school justify expectations by their accomplishments after they finish high school?
2. To what extent does this particular group of gifted adults conform to the pattern of gifted groups studied by other investigators?
3. As adults, how do these former members of classes for the gifted now evaluate the education which they received?

After an extensive study of 456 graduates of the Major Work Program, Dr. Barbe's final conclusions were:

(1) The family background of graduates of the Cleveland Major Work Program is quite different from that of the subjects in other studies of gifted children. The incidence of foreign-born parentage was much higher than in other studies, and the educational and occupational level of the parents was lower. Perhaps this is attributable to the larger percentage of foreign-born in Cleveland than in the areas in which other studies of gifted children have been made. The data collected concerning the background of the subjects indicate that the Major Work Program is providing opportunities for gifted children from diversified racial and social groups.

(2) More of the male subjects in this study attended college than in other studies of gifted students. Over 90 per cent of the men and 63 per cent of the women entered colleges or universities. It is probable that the Major Work Program fostered the desire of these pupils to acquire higher education. Throughout the Major Work Program



the value of college education was emphasized. Individual guidance was also given to these students. Many of those who did not attend college gave lack of financial resources as their reason. This study, like many others, discloses the need for financial aid and scholarships by many gifted students.

(3) Over 70 per cent of the male subjects are in professional and managerial occupations, while only 40 per cent of their fathers were engaged in these types of work. The educational program in Major Work classes may have been a factor in stimulating the boys to prepare for vocations of a relatively high level.

(4) The subjects are, on the whole, well-adjusted personally and socially. They reported their marital adjustment, too, as being above average. The validity of the latter statement was substantiated by an extremely low divorce rate in this group. Most of the subjects reported satisfaction in their present vocations. They have made few changes in employment, and have received regular and satisfactory promotions. It is probable that the Major Work Program provided a background which has been important in contributing to these later superior adjustments.

(5) The graduates of a program of special classes for gifted children are in advantageous position to evaluate this method of education. Eighty-five per cent of the subjects in the present study, all of whom attended Major Work classes when they were in public school, reported that they approved of this special type of provision

for the gifted. Only eight per cent of the graduates disapproved and, in these cases, the disapproval was qualified. The unusual amount of approval and gratitude of the graduates suggests the effectiveness of the program in meeting the individual needs of many pupils.[1]

[1] Walter B. Barbe, "A Follow-up Study of Graduates of Special Classes for Gifted Children," pp. 217, 218.